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ABSTRACT

Findings of a study that examined the situation in which minority students in an advanced arts and sciences high school program received low or failing grades are presented in this paper. Students who had been good students in their home schools received low or failing grades in the mathematics and science program at the Center for the Arts and Sciences (CAS) program offered by the Saginaw Public School District. Questions were raised by concerned parents about home school effectiveness and CAS accountability. A questionnaire to assess students' perceptions of the CAS program was administered to 301 out of the 376 total students enrolled in the 1991-92 program. Findings indicate that 90 percent of respondents were generally satisfied with their CAS experience, and the majority felt that their academic preparation for the CAS was sufficient. Most students, Caucasian and minority, said that they fit in well both academically and socially at the CAS. However, minority students earned lower percentages of A and B grades than majority students, and 21 percent of the black students were unsatisfied with their CAS experience. One table is included. Appendices contain a copy of a letter to the school board that outlined responses to parents' concerns, a copy of the questionnaire, and survey findings. (LMI)

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ED349690

EVALUATION REPORT

THE CENTER FOR THE ARTS AND SCIENCES

1991-92 STUDENT SURVEY

DEPARTMENT OF EVALUATION SERVICES

- PROVIDING ASSESSMENT, PROGRAM EVALUATION AND RESEARCH SERVICES -

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SCHOOL DISTRICT OF THE CITY OF SAGINAW

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THE CENTER FOR THE ARTS AND SCIENCES

1991-92 STUDENT SURVEY

An Approved Report of the

Department of Evaluation, Testing, and Research

Richard N. Claus, Ph.D.
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Evaluation, Testing & Research

Dr. Foster B. Gibbs, Superintendent
School District of the City of Saginaw

June, 1992

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INTRODUCTION

During the April 14, 1992 Saginaw Board of Education Meeting, representatives of the Concerned Parents of the Ruben Daniels Lifelong Learning Center/Center for the Arts and Sciences expressed concerns about minority students who were "A" and "B" students in their home school but were said to be making low grades and/or flunking out in the math and science program at the Center for the Arts and Sciences (CAS). The group specifically requested the following information: list the home schools of students who are succeeding in the math and science program, number of minorities who have failed in math and science over the past five years, evidence that the program is monitored to determine strengths and weakness, number of students who pass and go on to college and the number who fail but also attend college, determine whether the students who failed at CAS do just as well as others in college, and determine if there is a need to shift dollars to neighborhood schools to enhance math and science programs.

On April 30, 1992 the administration and CAS math and science teachers and counselors met with the "Concerned Parents". Each parent presented their individual concerns. The students also expressed their concerns. The administration elected not to discuss individual student cases at that time. Parents were informed that they could meet with the CAS director to discuss their individual concerns.

The administration's response was direct and was put in the form of a memo to the Board related to these concerns (see Appendix A and Attachments for this memo and related information).

After some discussion, it was agreed that follow-up meetings would be held with the "Concerned Parents" and the CAS staff to address the ideas proposed during the meeting. The four main ideas proposed were the following:

1. Improvement of communication with parents relative to student progress (before and after-school help is available, but parents were not aware of it);
2. Survey students to assess their perceptions of CAS;
3. Develop more minority presence at CAS, using minority engineers, scientists, etc. as speakers and mentors; and
4. Conduct an exit interview with student and parent upon request to withdraw to determine reasons.

Thus, the impetus for the 1991-92 CAS Student Survey. CAS staff, representatives of the "Concerned Parents", and the evaluation department were involved in the development of the three section student survey.

PROCEDURES AND DEMOGRAPHIC DATA

The CAS Student Survey (see Appendix B for a copy) was distributed to all CAS students in attendance in either the morning or afternoon session on Wednesday, June 3, 1992. After a brief introduction by the CAS instructor that established the fact that the survey should be taken seriously and each question needed an honest answer, students were then given ample time to read and react to the questions. By the end of the day, the completed survey instruments were delivered to the Department of Evaluation, Testing, and Research. This department tabulated the responses to the questions. The complete tabulated results from the 1991-92 CAS Student Survey can be found in Appendix C. In all, the 1991-92 CAS Student Survey was completed by 301 students during the day of June 3, 1992.

Table 1 below contains a breakdown by ethnic background of the 301 CAS students completing the survey compared to the 376 CAS students enrolled during the 1991-92 school year.

TABLE 1. COMPARISON OF THE CAS RESPONDENTS COMPLETING THE STUDENT SURVEY WITH THE 1991-92 CAS POPULATION BY ETHNIC BACKGROUND, AND TOTAL.

Ethnic Background and Gender	CAS Students Completing Student Survey on June 3, 1992			Population of CAS for 1991-92 School Year	
	Number	Percent of Respondents	Percent of Population	Number	Percent
TOTAL	301	100.0	80.0	376	100.0
ETHNIC BACKGROUND					
White	194	64.5	75.5	275	68.3
Black	73	24.2	73.0	100	26.6
Hispanic	13	4.3	72.2	18	4.8
American Indian	2	0.7	____*	0	0.0
Oriental	4	1.3	____*	0	0.0
Other (no response)	15	5.0	____*	1	0.3

*Abnormal results were obtained because the responding number was greater than the number in the original CAS population.

A review of the ethnic background of the CAS Student Survey respondents in Table 1 above shows that 194 (64.5%) were White, 73 (24.2%) were Black, 13 (4.3%) were Hispanic, 15 (5.0%) were other, 4 (1.3%) were Oriental and 2 (0.7%) were American Indian. The 1991-92 CAS population was made up of 257 (68.3%) White, 100 (26.6%) Black, 13 (4.8%) Hispanic, and 1 (0.3%) other. As can be seen the percentage of the three largest ethnic groups responding was approximately 75% (ranging from 72.2% to 75.5%) of their representation of the original class.

Part I tabulated responses in addition to ethnicity presented above in Table 1 also covered other elements of demographic background including: gender, age, grade level, semesters attending CAS, current program of study

(plus number of semesters studying it), home school, and future plans to attend CAS. The entire set of responses to these demographic items can be found in Appendix C.

FINDINGS

The reader is again reminded that the complete findings to each survey question are given in Appendix C.

Highlights

A review of the responses given by the 301 CAS respondents to the Part II portion of the Student Survey reveals the following:

- Most students give their primary reason for attending CAS as one of the following:
  - It provides an opportunity to interact with students of their own abilities and interests, or
  - Their particular CAS program is related to their career plans.
- With regard to the CAS, most students feel they fit in well:
  - Academically (91.7%), and
  - Socially (92.4%).
- With regard to their home school, again most students feel they fit in well:
  - Academically (92.7%), and
  - Socially (84.7%).
- Most CAS students feel more comfortable talking to their CAS teachers about grades (90.4%), career plans (89.7%), and topics covered in class (94.7%) than they do about talking about their personal lives (42.5%).
- Most CAS students feel more comfortable talking to their home school teachers about grades (83.2%), career plans (72.8%), and topics covered in class (91.0%) than they do about talking about their personal lives (18.6%).

- Most CAS students (89.7%) are satisfied with their experience at the Center. The four top reasons they give for this satisfaction are the following:

  - CAS classes are challenging (138)*,

  - CAS classes are interesting (136),

  - CAS offers activities which are not available elsewhere (76), and

  - CAS teachers are supportive (73).

- The small percentage (8.0%) of CAS students not satisfied with their experience at the Center cite the following three reasons most often:

  - I have to work too hard to keep up at the Center (8)*,

  - Being at CAS keeps me from participating in activities at my home school (7), and

  - I am more compatible with my home school students than with those at CAS (7).

- Most CAS students (86.0%) felt they were sufficiently prepared for the Center experience.

- Of the 12% of the CAS students who felt they were not prepared for the Center experience, the top areas of non-preparedness given by more than one respondent were the following:

  - Pre-algebra/elementary algebra instruction (11),

  - Fundamental skills that the elementary school didn't teach (6),

  - Motivation to accomplish homework/workload (5),

  - Good writing/creative writing (4),

---

* Number of students indicating this response.

- Theatre not offered at home school (3), and

- Formulas (2).

- Slightly less than half of the CAS students (46.8%) have experienced difficulties at their home school because they attend the CAS.

- Students generally feel they have to put both more effort and a higher quality of effort into CAS classes than is required for home school classes.

- Most students (79.1%) found everything they were expecting from the Center experience.

- Of the 20% of the CAS that found something lacking at the Center, the areas identified by two or more respondents included the following:

  - More interaction with other programs in various projects, clubs, etc. (7);

  - Less rigid school atmosphere/less rules, more trust (2);

  - Doesn't have stuck-up people (2);

  - Large number of performance opportunities (2);

  - Does have enthusiastic classmates (2);

  - Doesn't have mean teachers - all of them are nice (2); and

  - Field trips (2).

- Suggested improvements that ten or more CAS respondents offered include the following:

  - More outings/social activities (37);

  - Make it so students could meet other students in other areas (32);

  - Longer classes/full-day program (30);

  - Shorter class periods (22);

  - Different/more librarians/teachers/ principal/counselor (19);

- Have more interesting and more frequent living arts with application to all students (16);

- The teachers and their attitudes - more caring and helpful (16);

- The food/gum/hats/attendance/assigned seats/ rules should be relaxed (14);

- More class offerings to choose from (14);

- More selective in both talent and academics (11); and

- Less book work (11).

- Almost all CAS students (83.7%) would recommend the Center to a friend.

- Students are almost evenly split in whether they favor (48.2%) or oppose (46.5%) making the CAS a full-time program.

- Over three quarters (77.7%) of the CAS students have begun to seriously consider career plans.

- Almost three quarters (72.4%) believe their CAS classes are related to their career plans.

- Almost all the CAS students (96.0%) plan on attending college.

- From a set of possible reasons to attend CAS, most CAS students indicated they became involved in the Center at the suggestion of a teacher (37.2%).

- Almost two thirds (66.2%) of the students enrolled in Math/Science Program at the Center believe that the present grading system with one letter grade representing math and science achievement should continue.

SUMMARY

The most significant results of the 1991-92 CAS Student Survey of the 301 respondents have been presented. Information was sought of all students attending the CAS on June 3, 1992 concerning issues relative to the following:

- reasons for attendance;
- comfort level of students both socially and academically at both the Center and the home school;
- comfort level of students in discussing various matters with CAS and home school teachers;
- reasons for satisfaction or dissatisfaction with the CAS;
- level of preparedness for the CAS experience;
- students experiencing difficulty at home school because of their attendance at the CAS;
- amount and quality of effort to complete work at the CAS and the home school;
- what they expected at the CAS but did not find;
- two ways to improve the CAS;
- whether the students would recommend CAS to a friend;
- whether students would favor or oppose making the CAS a full-time program;
- career planning efforts of CAS students and how students became involved in the CAS program; and
- whether the grading system for the Math/Science Program should remain the same or be changed.

Thus, a large number of issues were explored briefly. The major findings presented above dealt with the response of the total group of CAS students. However, on the bulk of questions the responses by the various separate ethnic groups, as well as the total, are given in Appendix C for interested readers. Ethnic breakdowns for American Indian, Oriental, and Other (no response to racial/ethnic group) should be viewed cautiously because of their small numbers (2 to 15) per group.

From the student survey data of the entire CAS student body there emerged some important points. They include:

1. Almost all CAS students (270 of 301, or 89.7%) are generally satisfied with the CAS experience.

2. Again, almost all CAS students (259 of 301, or 86.0%) feel they were sufficiently prepared academically for the CAS.

3. Again, a large majority of CAS students (252 of 301, or 83.7%) would recommend the CAS program to a friend.

4. Overall, CAS students feel more comfortable in talking to CAS teachers than home school teachers about a range of issues including: topics covered in class, their grades, career plans, and even their personal lives.

5. More CAS students feel they fit in socially at the CAS than at their home school (92.4% and 84.7% respectively).

6. There is little difference with the positive manner CAS students feel they fit in academically at the CAS and their home school (91.7% and 92.7% respectively).

7. The two factors that draw students most to the Center are the chance to interact with students of their same abilities and interests plus the relatedness of the CAS to the students' career plans.

8. CAS students generally feel that they have to put more and a higher quality of effort into Center classes than home school classes.

9. The three top cited improvements to the CAS program included:

   - More academic outings/social activities;

   - Make it easier so students could interact with CAS students in other programs; and

   - Longer classes and/or full-day program.

APPENDICES

APPENDIX A

COPY

SCHOOL DISTRICT OF THE CITY OF SAGINAW

550 Millard Street
Saginaw, Michigan 48607
(517) 759-2200
FAX: (517) 759-2315

Foster B. Gibbs, Ph.D., Superintendent

TO: Board Members

FROM: Gene Nuckolls

RE: Concerned Parents of The Center for the Arts and Sciences
Comments at April 14th Board Meeting

DATE: May 6, 1992

At the April 14th Board Meeting, representatives of the Concerned Parents of the Ruben Daniels Lifelong Learning Center/Center for the Arts and Sciences expressed concerns about minority students who were "A" and "B" students in their home school but were making low grades and/or flunking out in the math and science program at The Center for the Arts and Sciences. Mrs. Mary Washington, the group's leader, specifically requested the following information:

List the home schools of students who are succeeding in the math and science program.

Provide the records for five years that show the number of minorities who have failed in math and science.

Evidence that the program is monitored to determine strengths and weaknesses.

Compare how many students pass and go on to college to the number who fail but also attend college.

Find out if the students who failed at CAS do just as well in college.

Determine if there is a need to shift dollars to neighborhood schools to enhance math and science programs.

On April 30th, the administration (Foster Gibbs, Gene Nuckolls, Keith Birdsall, Mike Manley), and CAS math and science teachers and counselor (Rose Nickodemus, Daniel Sealy, George Adams) met with the Concerned Parents (Mrs. Mary Washington, Mrs. Parker, Mrs. Vaughn, Mr. & Mrs. Jackson, Mrs. Conic, and Mrs. Jones).

Board of Education
Thomas S. Tilot, President Michael L. Kiefer, Vice-President James W. Woolfolk, Secretary Richard J. Stringer, Treasurer
Ruth A. Braun, Trustee Ruben Daniels, Trustee, Willie E. Thompson, Trustee

APPENDIX A

Each parent, those presently with students at the Center and those who previously had students at the Center, presented their individual concerns. The students also expressed their concerns. The administration elected not to discuss individual student cases at that time. Parents were informed that they could meet with Keith Birdsall, CAS Director, to discuss their individual concerns. (Confidential Report from CAS staff on individual students attached.)

Pursuant to the parents' concerns expressed at the April 14th Board meeting and on April 30th, the administration's response was as follows:

1. Students enter the Center at grade 7 from their respective junior high schools. Time did not permit tracking all students from their elementary schools.

2. A summary of an analysis of the CAS grade data by racial/ethnic category in the math and science program from 1988-89 through 1990-91 was reviewed and provided. (Attachment A).

3. Students are monitored, and a follow-up study for graduates is conducted. Follow-up data on CAS graduates for 1989, 1990, and 1991 was reviewed and provided. (Attachment B)

4. No data was available for students who fail/withdraw from CAS and go on to college.

5. The CAS racial enrollment for 1988-89, 1989-90, 1990-91, and 1991-92 was reviewed and provided. (Attachment C)

6. The student selection process for enrollment in the math and science program was reviewed. Factors that weighed in acceptance include past academic record, test scores (Michigan Education Assessment Program, California Achievement Test, School and College Ability Test), teacher recommendation, attendance, citizenship and interest. Test scores alone do not determine acceptance. (Attachment D)

7. From the district, the CAS program receives the same level of funding as Arthur Hill and Saginaw High. Some additional funding (approximately $30,000) is provided from the Michigan Department of Education to support Gifted and Talented Education.

After much discussion, it was agreed that follow-up meetings would be held with the Concerned Parents and the CAS staff to address these ideas proposed during the meeting:

1. Improvement of communication with parents relative to student progress; (Before and after-school help is available, but parents were not aware of it.)

2. Survey students to assess their perceptions of CAS;

3. Develop more minority presence at CAS, using minority engineers, scientists, etc. as speakers and mentors; and

4. Conduct an exit interview with student and parent upon request to withdraw to determine reasons.

As a result of the meeting and review of the data, my findings are:

1. Parents were highly interested in their students making grades higher than "C's". Minority students did earn a lower percentage of A and B grades.

2. Students had not taken advantage of the help that was available before or after school. (If students receive additional instructional help, their grades should improve.)

3. The CAS staff had been very responsive to parents who had met with them. However, some of the parents had not met with the teachers or director.

4. The follow-up meeting with parents and CAS staff should improve communications.

5. The CAS staff is committed to success for all students. However, parents and students do not view a C grade as being successful.

In the eleven years that the Center has been open, my office has received only two concerns/complaints from parents.

cc: Foster Gibbs
Keith Birdsall

APPENDIX A

ATTACHMENTS

Attachment A

SUMMARY OF THE ANALYSIS OF THE CAS SEMESTER GRADE DATA BY RACIAL/ETHNIC CATEGORY IN MATH AND SCIENCE CLASSES 1988-89 THROUGH 1990-91.

- Members of both the majority and minority groups earned marks that ranged over the entire grading scale (A through E).
- The distribution of grades over the three-year period for majority and minority students is as follows:

Grade	Majority	Minority	Total
A	97	8	105
B	117	59	176
C	59	70	129
D	27	34	61
E	3	11	14
Totals	303	182	485

-- Only 2.9% (14 of 485) of all grades given at CAS were E's.

-- Only 6.0% (11 of 182) of the grades for minority students were E's.

-- Minority students earned lower percentages of A and B grades than majority students, 36.8% versus 70.6%.

ATTACHMENT B

TABLE 1. COMPARISON OF THE 1989, 1990, AND 1991 CAS GRADUATE POPULATION BY EXITING PROGRAM, SEMESTERS OF PARTICIPATION IN EXITING PROGRAM, SEMESTER OF PARTICIPATION IN CAS, AND TOTAL.

Program and Semesters of Participation	CAS Graduating Class Populations					
	1989		1990		1991	
	Number	Percent	Number	Percent	Number	Percent
TOTAL	45	100.0	34	99.9*	33	100.0
COURSE OF STUDY						
Visual Arts	12	26.7	4	11.8	9	27.3
Theatre	10	22.2	3	8.8	8	24.2
Voice/Keyboard	7	15.6	6	17.6	3	9.1
Instrumental Music	5	11.1	4	11.8	0	0.0
Math/Science	5	11.1	6	17.6	4	12.1
Dance	3	6.7	6	17.6	7	21.2
Language Arts	2	4.4	3	8.8	2	6.1
Global Studies	1	2.2	2	5.9	0	0.0
Unknown	0	0.0	0	0.0	0	0.0
SEMESTERS OF PARTICIPATION IN EXITING COURSE OF STUDY						
1	2	4.4	1	2.9	1	3.0
2	10	22.2	8	23.5	7	21.2
3	4	8.9	3	8.8	1	3.0
4	4	8.9	4	11.8	5	15.3
5	2	4.4	1	2.9	1	3.0
6	3	6.7	2	5.9	3	9.1
8	1	2.2	5	14.7	0	0.0
8.5	1	2.2	0	0.0	0	0.0
9	0	0.0	0	0.0	1	3.0
10	3	6.7	2	5.9	1	3.0
11	0	0.0	2	5.9	1	3.0
12	15	33.3	6	17.6	11	33.4
Unknown	0	0.0	0	0.0	0	0.0
SEMESTERS OF PARTICIPATION IN CAS						
1	2	4.4	0	0.0	1	3.0
2	10	22.2	8	23.5	4	12.2
3	3	6.7	2	5.9	1	3.0
4	4	8.9	6	17.6	4	12.2
5	2	4.4	0	0.0	0	0.0
6	3	6.7	2	5.9	3	9.1
8	0	0.0	3	8.8	1	3.0
9	0	0.0	0	0.0	2	6.1
10	1	2.2	3	8.8	1	3.0
11	0	0.0	2	5.9	1	3.0
11.5	0	0.0	0	0.0	1	3.0
12	20	44.4	8	23.5	14	42.4
Unknown	0	0.0	0	0.0	0	0.0

*Due to rounding.

ATTACHMENT B

COMPARISON OF FOLLOW-UP STUDY RESULTS OF 1989, 1990, AND 1991 GRADUATES FROM THE CENTER FOR THE ARTS AND SCIENCES (CAS).

1. Which of the following categories best describes what you **primarily** are doing now? (Check one)

	1989 Graduates (N=25)		1990 Graduates (N=16)		1991 Graduates*	
	Number	Percent	Number	Percent	Number	Percent
In school, college, or a training program full-time	22	88.0	12	75.0		
In school, college, or a training program part-time	1	4.0	1	6.3		
Employed, full-time (30 or more hours per week)	2	8.0	3	18.8		
Employed, part-time (less than 30 hours per week)	0	0.0	0	0.0		
In the military service	0	0.0	0	0.0		
Unemployed, seeking employment	0	0.0	0	0.0		
Unemployed, not seeking employment	0	0.0	0	0.0		
Laid off	0	0.0	0	0.0		
Homemaker	0	0.0	0	0.0		
Other: (Please specify)	0	0.0	0	0.0		

15. If you are currently employed, are you in the same general area you planned while in the CAS program? (Check one)

	1989 Graduates		1990 Graduates		1991 Graduates*	
	Number	Percent	Number	Percent	Number	Percent
Yes	4	16.0	4	25.0		
No	13	52.0	9	56.3		
No Response	8	32.0	3	18.8		

22. While in the CAS program did your course of study change? (For example: You entered the program in math/science and later changed to instrumental music.) (Check one)

	1989 Graduates		1990 Graduates		1991 Graduates*	
	Number	Percent	Number	Percent	Number	Percent
Yes	4	16.0	4	25.0		
No	21	84.0	12	75.0		

*1991 CAS Follow-Up Study is currently underway but not completed.

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ATTACHMENT C

SCHOOL DISTRICT OF THE CITY OF SAGINAW

CENTER FOR THE ARTS AND SCIENCES

C.A.S. ENROLLMENTS

	1988-89		1989-90		1990-91		1991-92	
In-District								
Black	96	31.9%	105	32.5%	99	30.6%	100	30.8%
Hispanic	22	7.3	27	8.4	18	5.6	16	4.9
Caucasian	175	58.1	187	57.9	202	62.3	208	64.0
Other	8	2.6	4	1.2	5	1.5	1	.3
Total	**301**	**99.9%**	**323**	**100.0%**	**324**	**100.0%**	**325**	**100.0%**
Out-District								
Black	4		2		2		-	
Hispanic	1		1		2		2	
Caucasian	72		69		50		49	
Other			1					
Total	**77**		**73**		**54**		**51**	
Grand Total	**378**		**396**		**378**		**376**	

ATTACHMENT C

SCHOOL DISTRICT OF THE CITY OF SAGINAW

CENTER FOR THE ARTS AND SCIENCES

C.A.S. ENROLLMENTS

	1988-89		1989-90		1990-91		1991-92	
Black	96	31.9%	105	32.5%	99	30.6%	100	30.8%
Hispanic	22	7.3	27	8.4	18	5.6	16	4.9
Caucasian	175	58.1	187	57.9	202	62.3	208	64.0
Other	8	2.6	4	1.2	5	1.5	1	.3
Total Minority	126	41.9	136	42.1	122	37.7	117	36.0
GRAND TOTAL	**301**		**323**		**324**		**325**	

4/30/9

APPENDIX B

CENTER FOR THE ARTS AND SCIENCES (CAS)
STUDENT SURVEY, 1992

Date: _____

DIRECTIONS: Please check the best answer and/or fill in the blank as appropriate.

I. Background

1. Gender: _____ Male _____ Female

2. Age:
   _____ 12 _____ 16
   _____ 13 _____ 17
   _____ 14 _____ 18
   _____ 15 _____ 19 or more

3. Grade:
   _____ 7th _____ 10th
   _____ 8th _____ 11th
   _____ 9th _____ 12th

4. Ethnicity: (Optional)
   _____ American Indian _____ Black
   _____ White _____ Oriental
   _____ Hispanic _____ Other (specify): _____

5. How many semesters have you attended the CAS (including this one)? _____

6. What is your current program of study? _____

7. How many semesters have you studied this program? _____

8. What is your home school? _____

9. Do you plan to attend the Center until you graduate?
   _____ Yes _____ No

II. Your School Experiences

1. Please rank order the following reasons why you attend CAS, from the most important to the least important using (1 = Most Important to 8 = Least Important).

   ____ a. It provides an opportunity to interact with students of my own abilities and interests.

   ____ b. My CAS program of study is not offered at my home school.

   ____ c. My home school program of study is not challenging enough.

   ____ d. It is my parents' preference/idea that I attend.

   ____ e. It provides an opportunity to be with my friends.

   ____ f. It provides an opportunity to become involved in special activities/ competitions not offered at my home school.

   ____ g. My CAS program of study is related to my career plans.

   ____ h. Other: _____

   Comments: _____

   _____

   _____

   _____

2. With regard to the CAS, do you believe you fit in well . . .?

   a. Academically

   ____ Yes ____ No

   Comments: _____

   _____

   _____

   b. Socially

   ____ Yes ____ No

   Comments: _____

   _____

   _____

3. Are you comfortable talking with your CAS teachers about . . .?

   a. Your grades

   ____ Yes ____No

   Comments: _____

   _____

   _____

   b. Your personal life

   ____ Yes ____No

   Comments: _____

   _____

   _____

   c. Your career plans

   ____ Yes ____ No

   Comments: _____

   _____

   _____

   d. Topics covered in class

   ____ Yes ____ No

   Comments: _____

   _____

   _____

4. With regard to your home school, do you believe you fit in well . . .?

   a. Academically

   ____ Yes ____ No

   b. Socially

   ____ Yes ____ No

5. Are you comfortable talking with your home school teachers about . . .?

   a. Your grades

   ____ Yes ____ No

Comments: _____

_____

_____

b. You personal life

____ Yes ____ No

Comments: _____

_____

_____

c. Your career plans

____Yes ____ No

Comments: _____

_____

_____

d. Topics covered in class

____ Yes ____ No

Comments: _____

_____

_____

6. Are you generally satisfied with your Center experiences?

____ Yes If yes, please check the two reasons which best reflect your answer.

____ a. CAS classes are challenging.

____ b. CAS classes are interesting.

____ c. CAS teachers are supportive.

____ d. CAS offers activities which are not available elsewhere.

____ e. CAS workload inspires me; home school workload was repetitive.

____ f. I am compatible with other CAS students.

____ g. Other (Specify):

_____

_____

____ No (See next page)

____ No If no, please check the two reasons which best reflect your answer.

____ a. CAS classes are too difficult.

____ b. CAS classes are boring.

____ c. CAS teachers are not supportive.

____ d. Being at CAS keeps me from participating in activities at my home school.

____ e. I have to work too hard to keep up at CAS.

____ f. I am more compatible with my home school students than with those at CAS.

____ g. Other (specify):

_____

_____

_____

7. Were you sufficiently prepared (academically) for the CAS?

____ Yes ____ No

If no, what was lacking? _____

_____

_____

8. Have you experienced any difficulties at your home school because you attend CAS?

____ Yes ____ No

If yes, please describe them. _____

_____

_____

9. How would you rate the **amount** of effort you put into your CAS classes? (Check one)

____ a. A great deal

____ b. Sufficient

____ c. Very little

____ d. None

Comments: _____

_____

_____

10. How would you rate the **amount** of effort you put into your home school classes? (Check one)

____ a. A great deal
____ b. Sufficient
____ c. Very little
____ d. None

Comments: _____

_____

_____

11. How would you rate the **quality** of effort you put into your CAS classes? (Check one)

____ a. Excellent (A)
____ b. Good (B)
____ c. Average (C)
____ d. Fair (D)
____ e. Poor (E)

Comments: _____

_____

_____

12. How would you rate the **quality** of effort you put into your home school classes? (Check one)

____ a. Excellent (A)
____ b. Good (B)
____ c. Average (C)
____ d. Fair (D)
____ e. Poor (E)

Comments: _____

_____

_____

13. Is there anything you thought you would find at CAS but did not find there?

____ Yes ____ No

If yes, what? _____

_____

APPENDIX C

CENTER FOR THE ARTS AND SCIENCES (CAS)

STUDENT SURVEY, 1992

(N = 301)

Date: June 3, 1992

DIRECTIONS: Please check the best answer and/or fill in the blank as appropriate.

I. Background

1. Gender:	120 (40%)	Male	180 (60%)	Female	301 (100%) Total
2. Age:	28 (9%)	12	33 (11%)	16	
	96 (32%)	13	26 (9%)	17	
	64 (21%)	14	12 (4%)	18	
	40 (13%)	15	2 (1%)	19 or more	301 (100%) Total
3. Grade:	109 (36%)	7th	26 (9%)	10th	
	72 (24%)	8th	31 (10%)	11th	
	39 (13%)	9th	21 (7%)	12th	
			3 (1%)	No Response (NR)	301 (100%) Total

4. Ethnicity: (Optional)

2 (1%)	American Indian	73 (24%)	Black
194 (64%)	White	4 (1%)	Oriental
13 (4%)	Hispanic	15 (5%)	Other (specify): NR
		301 (100%)	Total

5. How many semesters have you attended at the CAS (including this one)?

9 (3%)	1	4 (1%)	7
121 (41%)	2	23 (8%)	8
5 (2%)	3	0 (0%)	9
73 (24%)	4	13 (4%)	10
2 (1%)	5	1 (0%)	11
41 (14%)	6	6 (2%)	12
		301 (100%)	Total

6. What is your current program of study?

13 (4%)	Global Studies
63 (21%)	Visual Arts
36 (12%)	Theatre
27 (9%)	Voice/Keyboard
96 (32%)	Math/Science
23 (8%)	Dance
43 (14%)	Language Arts
301 (100%)	Total

7. How many semesters have you studied this program?

19 (6%)	1	4 (1%)	7
122 (41%)	2	21 (7%)	8
6 (2%)	3	0 (0%)	9
76 (26%)	4	9 (3%)	10
2 (1%)	5	1 (0%)	11
33 (11%)	6	5 (2%)	12
		301 (100%)	Total

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8. What is your home school?

47 (16%)	Arthur Hill	4 (1%)	Valley Lutheran High
2 (1%)	Saginaw High	2 (1%)	Hemlock
12 (4%)	Central Jr. High	5 (2%)	Bridgeport High School
57 (19%)	North Intermediate	4 (1%)	Midland High School
79 (26%)	South Intermediate	1 (0%)	Bullock Creek High School
24 (8%)	Webber Jr. High	12 (4%)	Heritage High School
38 (13%)	Handley	2 (1%)	White Pine Middle School
2 (1%)	Bay City	2 (1%)	Western Intermediate
1 (0%)	Frankenmuth	1 (0%)	Home Study
1 (0%)	Immaculate Conception	3 (1%)	Swan Valley High School
1 (0%)	St. Peter and Paul	301 (100%)	Total

9. Do you plan to attend the Center until you graduate?

RACIAL ETHNIC GROUP						TOTAL	RESPONSE CATEGORY
American Indian	White	Hispanic	Black	Oriental	No Response		
0 (0.0)	7 (3.6)	0 (0.0)	5 (6.9)	0 (0.0)	0 (0.0)	12 (4.0)	No Response
1 (50.0)	144 (74.2)	9 (69.2)	35 (47.9)	4 (100.0)	12 (80.0)	205 (68.1)	Yes
1 (50.0)	43 (22.2)	4 (30.8)	33 (45.2)	0 (0.0)	3 (20.0)	84 (27.9)	No
2 (100.0)	194 (100.0)	13 (100.0)	73 (100.0)	4 (100.0)	15 (100.0)	30 (100.0)	Total

II. Your School Experiences

1. Please rank order the following reasons why you attend CAS, from the most important to the least important using (1 = Most Important to 8 = Least Important).

RACIAL ETHNIC GROUP						TOTAL	RESPONSE CATEGORY
American Indian	White	Hispanic	Black	Oriental	No Response		
3.0	3.2	1.9	3.4	4.6	3.4	3.2	a. It provides an opportunity to interact with students of my own abilities and interests.
6.5	4.7	4.8	4.6	5.0	3.8	4.7	b. My CAS program of study is not offered at my home school.
2.5	4.0	4.6	4.0	3.3	4.2	4.0	c. My home school program of study is not challenging enough.
5.5	6.2	6.2	5.2	8.0	6.9	6.1	d. It is my parents' perference/idea that I attend.
2.5	5.0	6.0	5.6	7.0	4.9	5.2	e. It provides an opportunity to be with my friends.
4.0	3.6	3.6	3.4	3.0	4.8	3.6	f. It provides an opportunity to become involved in special activities/competitions not offered at my home school.
5.5	3.2	4.0	3.4	2.3	2.6	3.2	g. My CAS program of study is related to my career plans.
6.5	4.8	5.0	5.7	2.6	4.9	5.1	h. Other

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APPENDIX C

2. With regard to the CAS, do you believe you fit in well ...?

   a. Academically

RACIAL ETHNIC GROUP						TOTAL	RESPONSE CATEGORY
American Indian	White	Hispanic	Black	Oriental	No Response		
0 (0.0)	1 (0.5)	0 (0.0)	1 (1.4)	1 (25.0)	0 (0.0)	3 (1.0)	No Response
2 (100.0)	188 (96.9)	11 (84.6)	60 (82.2)	3 (75.0)	12 (80.0)	276 (91.7)	Yes
0 (0.0)	5 (2.6)	2 (15.4)	12 (16.4)	0 (0.0)	3 (20.0)	22 (7.3)	No
2 (100.0)	194 (100.0)	13 (100.0)	73 (100.0)	4 (100.0)	15 (100.0)	301 (100.0)	Total

2. With regard to the CAS, do you believe you fit in well ...?

   b. Socially

RACIAL ETHNIC GROUP						TOTAL	RESPONSE CATEGORY
American Indian	White	Hispanic	Black	Oriental	No Response		
0 (0.0)	2 (1.0)	0 (0.0)	0 (0.0)	1 (25.0)	0 (0.0)	3 (1.0)	No Response
2 (100.0)	177 (91.2)	13 (100.0)	69 (94.5)	3 (75.0)	14 (93.3)	278 (92.4)	Yes
0 (0.0)	15 (7.8)	0 (0.0)	4 (5.5)	0 (0.0)	1 (6.7)	20 (6.6)	No
2 (100.0)	194 (100.0)	13 (100.0)	73 (100.0)	4 (100.0)	15 (100.0)	301 (100.0)	Total

3. Are you comfortable talking with your CAS teachers about ...?

a. Your grades

RACIAL ETHNIC GROUP						TOTAL	RESPONSE CATEGORY
American Indian	White	Hispanic	Black	Oriental	No Response		
0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	No Response
2 (100.0)	181 (93.3)	12 (92.3)	63 (86.3)	2 (50.0)	12 (80.0)	272 (90.4)	Yes
0 (0.0)	13 (6.7)	1 (7.7)	10 (13.7)	2 (50.0)	3 (20.0)	29 (9.6)	No
2 (100.0)	194 (100.0)	13 (100.0)	73 (100.0)	4 (100.0)	15 (100.0)	301 (100.0)	Total

3. Are you comfortable talking with your CAS teachers about ...?

b. Your personal life

RACIAL ETHNIC GROUP						TOTAL	RESPONSE CATEGORY
American Indian	White	Hispanic	Black	Oriental	No Response		
0 (0.0)	7 (3.6)	0 (0.0)	2 (2.7)	0 (0.0)	0 (0.0)	9 (3.0)	No Response
2 (100.0)	97 (50.0)	6 (46.2)	13 (17.8)	3 (75.0)	7 (46.7)	128 (42.5)	Yes
0 (0.0)	90 (46.4)	7 (53.8)	58 (79.5)	1 (25.0)	8 (53.3)	164 (54.5)	No
2 (100.0)	194 (100.0)	13 (100.0)	73 (100.0)	4 (100.0)	15 (100.0)	301 (100.0)	Total

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3. Are you comfortable talking with your CAS teachers about ...?

c. Your career plans

RACIAL ETHNIC GROUP						TOTAL	RESPONSE CATEGORY
American Indian	White	Hispanic	Black	Oriental	No Response		
0 (0.0)	3 (1.5)	0 (0.0)	1 (1.4)	0 (0.0)	0 (0.0)	4 (1.3)	No Response
2 (100.0)	177 (91.3)	13 (100.0)	60 (82.2)	4 (100.0)	14 (93.3)	270 (89.7)	Yes
0 (0.0)	14 (7.2)	0 (0.0)	12 (16.4)	0 (0.0)	1 (6.7)	27 (9.0)	No
2 (100.0)	194 (100.0)	13 (100.0)	73 (100.0)	4 (100.0)	15 (100.0)	301 (100.0)	Total

3. Are you comfortable talking with your CAS teachers about ...?

d. Topics covered in class

RACIAL ETHNIC GROUP						TOTAL	RESPONSE CATEGORY
American Indian	White	Hispanic	Black	Oriental	No Response		
0 (0.0)	0 (0.0)	0 (0.0)	1 (1.4)	0 (0.0)	0 (0.0)	1 (0.3)	No Response
2 (100.0)	188 (96.9)	11 (84.6)	67 (91.8)	3 (75.0)	14 (93.3)	285 (94.7)	Yes
0 (0.0)	6 (3.1)	2 (15.4)	5 (6.8)	1 (25.0)	1 (6.7)	15 (5.0)	No
2 (100.0)	194 (100.0)	13 (100.0)	73 (100.0)	4 (100.0)	15 (100.0)	301 (100.0)	Total

4. With regard to your home school, do you believe you fit in well ...?

a. Academically

RACIAL ETHNIC GROUP						TOTAL	RESPONSE CATEGORY
American Indian	White	Hispanic	Black	Oriental	No Response		
0 (0.0)	2 (1.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	2 (0.7)	No Response
2 (100.0)	179 (92.3)	12 (92.3)	69 (94.5)	2 (50.0)	15 (100.0)	279 (92.7)	Yes
0 (0.0)	13 (6.7)	1 (7.7)	4 (5.5)	2 (50.0)	0 (0.0)	20 (6.6)	No
2 (100.0)	194 (100.0)	13 (100.0)	73 (100.0)	4 (100.0)	15 (100.0)	301 (100.0)	Total

4. In regard to your home school, do you believe you fit in well ...?

b. Socially

RACIAL ETHNIC GROUP						TOTAL	RESPONSE CATEGORY
American Indian	White	Hispanic	Black	Oriental	No Response		
0 (0.0)	6 (3.1)	0 (0.0)	1 (1.4)	0 (0.0)	0 (0.0)	7 (2.3)	No Response
2 (100.0)	163 (84.0)	11 (84.6)	66 (90.4)	4 (100.0)	9 (60.0)	255 (84.7)	Yes
0 (0.0)	25 (12.9)	2 (15.4)	6 (8.2)	0 (0.0)	6 (40.0)	39 (13.0)	No
2 (100.0)	194 (100.0)	13 (100.0)	73 (100.0)	4 (100.0)	15 (100.0)	301 (100.0)	Total

5. Are you comfortable talking with your home school teachers about ...?

a. Your grades

RACIAL ETHNIC GROUP						TOTAL	RESPONSE CATEGORY
American Indian	White	Hispanic	Black	Oriental	No Response		
0 (0.0)	6 (3.1)	1 (7.7)	2 (2.8)	0 (0.0)	0 (0.0)	9 (3.0)	No Response
2 (100.0)	160 (82.5)	7 (53.8)	65 (89.0)	3 (75.0)	13 (86.7)	250 (83.1)	Yes
0 (0.0)	28 (14.4)	5 (38.5)	6 (8.2)	1 (25.0)	2 (13.3)	42 (14.0)	No
2 (100.0)	194 (100.0)	13 (100.0)	73 (100.0)	4 (100.0)	15 (100.0)	301 (100.0)	Total

5. Are you comfortable talking with your home school teachers about ...?

b. Your personal life

RACIAL ETHNIC GROUP						TOTAL	RESPONSE CATEGORY
American Indian	White	Hispanic	Black	Oriental	No Response		
0 (0.0)	8 (4.1)	0 (0.0)	3 (4.1)	0 (0.0)	0 (0.0)	11 (3.7)	No Response
1 (50.0)	36 (18.6)	3 (23.1)	10 (13.7)	2 (50.0)	4 (26.7)	56 (18.6)	Yes
1 (50.0)	150 (77.3)	10 (76.9)	6 (82.2)	2 (50.0)	11 (73.3)	234 (77.7)	No
2 (100.0)	194 (100.0)	13 (100.0)	73 (100.0)	4 (100.0)	15 (100.0)	301 (100.0)	Total

APPENDIX C

5. Are you comfortable talking with your home school teachers about ...?

c. Your career plans

RACIAL ETHNIC GROUP						TOTAL	RESPONSE CATEGORY
American Indian	White	Hispanic	Black	Oriental	No Response		
0 (0.0)	5 (2.6)	0 (0.0)	1 (1.4)	0 (0.0)	0 (0.0)	6 (2.0)	No Response
2 (100.0)	132 (68.0)	10 (76.9)	60 (82.2)	4 (100.0)	11 (73.3)	219 (72.8)	Yes
0 (0.0)	57 (29.4)	3 (23.1)	12 (16.4)	0 (0.0)	4 (26.7)	76 (25.2)	No
2 (100.0)	194 (100.0)	13 (100.0)	73 (100.0)	4 (100.0)	15 (100.0)	301 (100.0)	Total

5. Are you comfortable talking with your home school teachers about ...?

d. Topics covered in class

RACIAL ETHNIC GROUP						TOTAL	RESPONSE CATEGORY
American Indian	White	Hispanic	Black	Oriental	No Response		
0 (0.0)	2 (1.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	2 (0.7)	No Response
2 (100.0)	172 (88.7)	10 (76.9)	71 (97.3)	4 (100.0)	15 (100.0)	274 (91.0)	Yes
0 (0.0)	20 (10.3)	3 (23.1)	2 (2.7)	0 (0.0)	0 (0.0)	25 (8.3)	No
2 (100.0)	194 (100.0)	13 (100.0)	73 (100.0)	4 (100.0)	15 (100.0)	301 (100.0)	Total

6. Are you generally satisfied with your Center experiences?

RACIAL ETHNIC GROUP						TOTAL	RESPONSE CATEGORY
American Indian	White	Hispanic	Black	Oriental	No Response		
0 (0.0)	3 (1.5)	0 (0.0)	4 (5.5)	0 (0.0)	0 (0.0)	7 (2.3)	No Response
2 (100.0)	185 (95.4)	11 (84.6)	53 (72.6)	4 (100.0)	15 (100.0)	270 (89.7)	Yes
0 (0.0)	6 (3.1)	2 (15.4)	16 (21.9)	0 (0.0)	0 (0.0)	24 (8.0)	No
2 (100.0)	194 (100.0)	13 (100.0)	73 (100.0)	4 (100.0)	15 (100.0)	301 (100.0)	Total

6. Are you generally satisfied with your Center experiences?
If yes, please check the two reasons which best reflect your answer.

RACIAL ETHNIC GROUP						TOTAL	RESPONSE CATEGORY
American Indian	White	Hispanic	Black	Oriental	No Response		
2 (50.0)	84 (23.6)	5 (23.8)	36 (35.3)	3 (37.5)	8 (26.6)	138 (26.5)	a. CAS classes are challenging.
1 (25.0)	95 (26.7)	4 (19.0)	28 (27.5)	2 (25.0)	6 (20.0)	136 (26.1)	b. CAS classes are interesting.
1 (25.0)	56 (15.7)	4 (19.0)	7 (6.9)	2 (25.0)	3 (10.0)	73 (14.0)	c. CAS teachers are supportive.
0 (0.0)	50 (14.0)	5 (23.8)	15 (14.7)	1 (12.5)	5 (16.7)	76 (14.6)	d. CAS offers activities which are not available elsewhere.
0 (0.0)	22 (6.2)	1 (4.8)	4 (3.9)	0 (0.0)	1 (3.3)	28 (5.4)	e. CAS workload inspires me; home school workload was repetitive.
0 (0.0)	34 (9.6)	2 (9.5)	9 (8.8)	0 (0.0)	5 (16.7)	50 (9.6)	f. I am compatible with other CAS students.
0 (0.0)	15 (4.2)	0 (0.0)	3 (2.9)	0 (0.0)	2 (6.7)	20 (3.8)	g. Other
4 (100.0)	356 (100.0)	21 (99.9)*	102 (100.0)	8 (100.0)	30 (100.0)	521 (100.0)	Total

*Due to rounding.

6. Are you generally satisfied with your Center experiences?

If no, please check the two reasons which best reflect your answer.

RACIAL ETHNIC GROUP						TOTAL	RESPONSE CATEGORY
American Indian	White	Hispanic	Black	Oriental	No Response		
0 (0.0)	1 (10.0)	0 (0.0)	3 (9.7)	0 (0.0)	0 (0.0)	4 (9.1)	a. CAS classes are too difficult.
0 (0.0)	2 (20.0)	0 (0.0)	2 (6.4)	0 (0.0)	0 (0.0)	4 (9.1)	b. CAS classes are boring.
0 (0.0)	1 (10.0)	0 (0.0)	4 (12.9)	0 (0.0)	0 (0.0)	5 (11.4)	c. CAS teachers are not supportive.
0 (0.0)	1 (10.0)	0 (0.0)	6 (19.4)	0 (0.0)	0 (0.0)	7 (15.9)	d. Being at CAS keeps me from participating in activities at my home school.
0 (0.0)	2 (20.0)	1 (33.3)	5 (16.1)	0 (0.0)	0 (0.0)	8 (18.2)	e. I have to work too hard to keep up at CAS.
0 (0.0)	0 (0.0)	1 (33.3)	6 (19.4)	0 (0.0)	0 (0.0)	7 (15.9)	f. I am more compatible with my home school students than with those at CAS.
0 (0.0)	3 (30.0)	1 (33.3)	5 (16.1)	0 (0.0)	0 (0.0)	9 (20.4)	g. Other
0 (0.0)	10 (100.0)	3 (99.9)*	31 (100.0)	0 (0.0)	0 (0.0)	44 (100.0)	Total

*Due to rounding.

7. Were you sufficiently prepared (academically) for the CAS?

RACIAL ETHNIC GROUP						TOTAL	RESPONSE CATEGORY
American Indian	White	Hispanic	Black	Oriental	No Response		
0 (0.0)	2 (1.0)	0 (0.0)	2 (2.7)	0 (0.0)	0 (0.0)	4 (1.3)	No Response
1 (50.0)	173 (89.2)	9 (69.2)	58 (79.5)	4 (100.0)	14 (93.3)	259 (86.0)	Yes
1 (50.0)	19 (9.8)	4 (30.8)	13 (17.8)	0 (0.0)	1 (6.7)	38 (12.6)	No
2 (100.0)	194 (100.0)	13 (100.0)	73 (100.0)	4 (100.0)	15 (100.0)	301 (100.0)	Total

7. Were you sufficiently prepared (academically) for the CAS?

If no, what was lacking?

Count		Response Category
11	1.	Pre-Algebra/Elementary Algebra instruction
2	2.	Formulas
6	3.	Fundamental skills that the elementary school didn't teach
4	4.	Good writing/creative writing
1	5.	Think creatively
1	6.	Took the wrong seventh grade course
3	7.	Theatre not offered at home school
1	8.	Discipline
1	9.	Too much talking
5	10.	Motivation to accomplish homework/workload
1	11.	Note taking
1	12.	Geometry
1	13.	Talent

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8. Have you experienced any difficulties at your home school because you attend CAS?

RACIAL ETHNIC GROUP						TOTAL	RESPONSE CATEGORY
American Indian	White	Hispanic	Black	Oriental	No Response		
0 (0.0)	1 (0.5)	0 (0.0)	1 (1.4)	0 (0.0)	0 (0.0)	2 (0.7)	No Response
1 (50.0)	96 (49.5)	7 (53.8)	32 (43.8)	2 (50.0)	3 (20.0)	141 (46.8)	Yes
1 (50.0)	97 (50.0)	6 (46.2)	40 (54.8)	2 (50.0)	12 (80.0)	158 (52.5)	No
2 (100.0)	194 (100.0)	13 (100.0)	73 (100.0)	4 (100.0)	15 (100.0)	301 (100.0)	Total

9. How would you rate the amount of effort you put into your CAS classes? (Check one)

RACIAL ETHNIC GROUP						TOTAL	RESPONSE CATEGORY
American Indian	White	Hispanic	Black	Oriental	No Response		
0 (0.0)	0 (0.0)	0 (0.0)	1 (1.4)	1 (25.0)	0 (0.0)	2 (0.7)	No Response
1 (50.0)	98 (50.5)	9 (69.2)	23 (31.5)	3 (75.0)	5 (33.3)	139 (46.2)	a. A great deal
1 (50.0)	92 (47.4)	4 (30.8)	45 (61.6)	0 (0.0)	8 (53.4)	150 (49.8)	b. Sufficient
0 (0.0)	3 (1.6)	0 (0.0)	4 (5.5)	0 (0.0)	2 (13.3)	9 (3.0)	c. Very little
0 (0.0)	1 (0.5)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	1 (0.3)	d. None
2 (100.0)	194 (100.0)	13 (100.0)	73 (100.0)	4 (100.0)	15 (100.0)	301 (100.0)	Total

10. How would you rate the amount of effort you put into your home school classes? (Check one)

RACIAL ETHNIC GROUP						TOTAL	RESPONSE CATEGORY
American Indian	White	Hispanic	Black	Oriental	No Response		
0 (0.0)	2 (1.0)	0 (0.0)	1 (1.4)	0 (0.0)	0 (0.0)	3 (1.0)	No Response
1 (50.0)	44 (22.7)	5 (38.5)	34 (46.5)	3 (75.0)	4 (26.7)	91 (30.2)	a. A great deal
1 (50.0)	116 (59.8)	5 (38.5)	30 (41.1)	0 (0.0)	8 (53.3)	160 (53.2)	b. Sufficient
0 (0.0)	29 (15.0)	3 (23.0)	7 (9.6)	1 (25.0)	3 (20.0)	43 (14.3)	c. Very little
0 (0.0)	3 (1.5)	0 (0.0)	1 (1.4)	0 (0.0)	0 (0.0)	4 (1.3)	d. None
2 (100.0)	194 (100.0)	13 (100.0)	73 (100.0)	4 (100.0)	15 (100.0)	301 (100.0)	Total

11. How would you rate the quality of effort you put into your CAS classes? (Check one)

RACIAL ETHNIC GROUP						TOTAL	RESPONSE CATEGORY
American Indian	White	Hispanic	Black	Oriental	No Response		
0 (0.0)	5 (2.6)	0 (0.0)	3 (4.1)	1 (25.0)	2 (13.3)	11 (3.7)	No Response
0 (0.0)	98 (50.5)	8 (61.5)	20 (27.4)	2 (50.0)	6 (40.0)	134 (44.5)	a. Excellent (A)
1 (50.0)	82 (42.3)	2 (15.4)	33 (45.2)	0 (0.0)	2 (13.3)	120 (39.9)	b. Good (B)
1 (50.0)	7 (3.6)	2 (15.4)	14 (19.2)	1 (25.0)	3 (20.0)	28 (9.3)	c. Average (C)
0 (0.0)	1 (0.5)	1 (7.7)	2 (2.7)	0 (0.0)	2 (13.3)	6 (2.0)	d. Fair (D)
0 (0.0)	1 (0.5)	0 (0.0)	1 (1.4)	0 (0.0)	0 (0.0)	2 (0.7)	e. Poor (E)
2 (100.0)	194 (100.0)	13 (100.0)	73 (100.0)	4 (100.0)	15 (99.9)*	301 (100.0)	Total

*Due to rounding.

12. How would you rate the quality of effort you put into your home school classes? (Check one)

RACIAL ETHNIC GROUP						TOTAL	RESPONSE CATEGORY
American Indian	White	Hispanic	Black	Oriental	No Response		
0 (0.0)	2 (1.1)	0 (0.0)	4 (5.5)	0 (0.0)	2 (13.3)	8 (2.7)	No Response
2 (100.0)	65 (33.5)	5 (38.5)	31 (42.5)	2 (50.0)	3 (20.0)	108 (35.9)	a. Excellent (A)
0 (0.0)	91 (46.9)	6 (46.1)	27 (37.0)	1 (25.0)	6 (40.0)	131 (43.5)	b. Good (B)
0 (0.0)	32 (16.5)	1 (7.7)	11 (15.0)	1 (25.0)	4 (26.7)	49 (16.3)	c. Average (C)
0 (0.0)	3 (1.5)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	3 (1.0)	d. Fair (D)
0 (0.0)	1 (0.5)	1 (7.7)	0 (0.0)	0 (0.0)	0 (0.0)	2 (0.7)	e. Poor (E)
2 (100.0)	194 (100.0)	13 (100.0)	73 (100.0)	4 (100.0)	15 (100.0)	301 (100.0)	Total

13. Is there anything you thought you would find at CAS but did not find there?

RACIAL ETHNIC GROUP						TOTAL	RESPONSE CATEGORY
American Indian	White	Hispanic	Black	Oriental	No Response		
0 (0.0)	0 (0.0)	0 (0.0)	1 (1.4)	0 (0.0)	0 (0.0)	1 (0.3)	No Response
0 (0.0)	34 (17.5)	5 (38.5)	21 (28.8)	0 (0.0)	2 (13.3)	62 (20.6)	Yes
2 (100.0)	160 (82.5)	8 (61.5)	51 (69.8)	4 (100.0)	13 (86.7)	238 (79.1)	No
2 (100.0)	194 (100.0)	13 (100.0)	73 (100.0)	4 (100.0)	15 (100.0)	301 (100.0)	Total

APPENDIX C

13. Is there anything you thought you would find at CAS but did not find there?

Count		Response Category
1	1.	Freedom to express your views to teachers without penalty
1	2.	Study things outside
1	3.	Better books
1	4.	More people who are older than me
1	5.	All smart people
1	6.	Minority teachers
1	7.	One class not split classes
1	8.	Concerned and caring teachers
1	9.	Adding fractions
1	10.	Fun
2	11.	Less rigid school atmosphere (less rules more trust)
7	12.	More interaction with other programs in various projects, clubs, etc.
1	13.	Hostility because of the city
1	14.	Language Arts
1	15.	Visual Arts
1	16.	Famous people
1	17.	Computer work time
1	18.	More animal disections
1	19.	More help in career searching
1	20.	Up-to-date computer lab
1	21.	More choices
1	22.	Bigger dance room
1	23.	Smaller classes
1	24.	Good heating system
1	25.	Hot water in the women's restroom
2	26.	Stuck-up people
1	27.	Good equipment/materials
2	28.	Large number of performance opportunities
1	29.	More acting/performances
1	30.	Stricter teachers
1	31.	Lockers
2	32.	Enthusiastic classmates (lack these)
2	33.	Mean teachers (all of them are nice)
1	34.	A bigger better cheer
1	35.	Channel One
2	36.	Field trips
1	37.	Team sports
1	38.	Doing experiments

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APPENDIX C

14. If you could improve CAS in any manner (academically, socially, etc.) what two things would you change?

Count		Response Category
16	1.	The teachers and their attitudes - more caring and helpful
32	2.	Make it so students could meet other students in other areas
19	3.	Different/more librarians/teachers/principal/counselor
37	4.	More outings/social activities
16	5.	Have more interesting and more frequent living arts with application to all students
2	6.	Redo the whole Global Studies class
6	7.	More computers at the Media Center
14	8.	The food/gum/hats/attendance/assigned seats/rules should be relaxed
1	9.	Closed campus restriction
8	10.	Grading system
1	11.	Have more teachers for Global Studies
7	12.	Take away pressure from Science Fair by giving it less weight in grading or cut it out completely
3	13.	CAS yearbook rather than ICONS
2	14.	More study time in class
3	15.	More library time
22	16.	Shorter class periods
1	17.	More science equipment
11	18.	Less book work
1	19.	Atmosphere at the center
2	20.	Hire minority teachers
1	21.	Math test to get into CAS should deal with math actually done in class
5	22.	Sports team
2	23.	Longer breaks between classes
30	24.	Longer classes/full-day program
1	25.	Foreign language courses
4	26.	More hands-on activities that involves the whole school
1	27.	Change people's attitudes about Handley, they all think we are snobs
2	28.	Change the homework
1	29.	Change the classes
2	30.	Make the CAS get involved in home school
14	31.	More class offerings to choose from
2	32.	Make Channel One optional
4	33.	Softer chairs in auditorium and in classrooms
7	34.	Make dance and science room bigger/bigger building
11	35.	More selective in both talent and academics
4	36.	Greater variety of ideas offered within the programs themselves
6	37.	Snack machines/snack time
1	38.	Less tests given by teachers
5	39.	Get sun roofs/windows
2	40.	Turn on heat a little more often (better heating system)
1	41.	Expanded library
1	42.	More older students
2	43.	New students coming in more often/more students

14. (Continued)

Count		Response Category
3	44.	Make math one class and science another class
1	45.	Number of kids in a class
1	46.	Math or science not a combination class
1	47.	Offer Pre-Algebra
5	48.	Able to eat lunch at CAS rather than home school because I lack time
1	49.	Use the Arthur Hill attendance/final exam policy
1	50.	Locate CAS closer to Arthur Hill
3	51.	Bigger budget
4	52.	More competitions relative with math, science, dance, etc.
4	53.	Guest speakers should be brought in more often
1	54.	Allow computer class credit for courses taken at CAS rather than making us take the course at home school
2	55.	Stop the intimidation of older students who refer to us as the "new" people (manage transition better)
2	56.	Tougher discipline
1	57.	Pamphlet about each class so students could choose classes better
2	58.	Take the emphasis off "talented" and treat us as individual people
1	59.	Put in more young black youth
1	60.	Switch subject day
3	61.	Bus to take out-of-district students home
1	62.	Career survey
1	63.	Not to be under so much pressure in class
1	64.	No need for library research class
1	65.	Change some parental attitudes toward CAS
1	66.	My attitude
2	67.	More children should be enrolled in the classes
1	68.	Give more attention to those who need it
1	69.	Smaller classes
1	70.	Let seventh and eighth graders work more on ICONS
1	71.	Less socializing
1	72.	Change Algebra book to the one used in the junior high schools.

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15. Would you recommend CAS to a friend?

RACIAL ETHNIC GROUP						TOTAL	RESPONSE CATEGORY
American Indian	White	Hispanic	Black	Oriental	No Response		
0 (0.0)	5 (2.6)	2 (15.4)	10 (13.7)	1 (25.0)	0 (0.0)	18 (6.0)	No Response
2 (100.0)	179 (92.3)	10 (76.9)	43 (58.9)	3 (75.0)	15 (100.0)	252 (83.7)	Yes
0 (0.0)	10 (5.1)	1 (7.7)	20 (27.4)	0 (0.0)	0 (0.0)	31 (10.3)	No
2 (100.0)	194 (100.0)	13 (100.0)	73 (100.0)	4 (100.0)	15 (100.0)	301 (100.0)	Total

16. Do you think CAS should be a full-time program?

RACIAL ETHNIC GROUP						TOTAL	RESPONSE CATEGORY
American Indian	White	Hispanic	Black	Oriental	No Response		
0 (0.0)	6 (3.1)	2 (15.4)	5 (6.8)	1 (25.0)	2 (13.3)	16 (5.3)	No Response
0 (0.0)	105 (54.1)	5 (38.5)	24 (32.9)	1 (25.0)	10 (66.7)	145 (48.2)	Yes
2 (100.0)	83 (42.8)	6 (46.1)	44 (60.3)	2 (50.0)	3 (20.0)	140 (46.5)	No
2 (100.0)	194 (100.0)	13 (100.0)	73 (100.0)	4 (100.0)	15 (100.0)	301 (100.0)	Total

17. Have you begun to seriously consider career plans?

RACIAL ETHNIC GROUP						TOTAL	RESPONSE CATEGORY
American Indian	White	Hispanic	Black	Oriental	No Response		
0 (0.0)	5 (2.6)	0 (0.0)	4 (5.5)	0 (0.0)	0 (0.0)	9 (3.0)	No Response
1 (50.0)	152 (78.4)	11 (84.6)	55 (75.3)	3 (75.0)	12 (80.0)	234 (77.7)	Yes
1 (50.0)	37 (19.0)	2 (15.4)	14 (19.2)	1 (25.0)	3 (20.0)	58 (19.3)	No
2 (100.0)	194 (100.0)	13 (100.0)	73 (100.0)	4 (100.0)	15 (100.0)	301 (100.0)	Total

18. Are your CAS classes related to your career plans?

RACIAL ETHNIC GROUP						TOTAL	RESPONSE CATEGORY
American Indian	White	Hispanic	Black	Oriental	No Response		
0 (0.0)	15 (7.7)	0 (0.0)	6 (8.2)	0 (0.0)	1 (6.7)	22 (7.3)	No Response
2 (100.0)	148 (76.3)	11 (84.6)	43 (58.9)	4 (100.0)	10 (66.7)	218 (72.4)	Yes
0 (0.0)	31 (16.0)	2 (15.4)	24 (32.9)	0 (0.0)	4 (26.6)	61 (20.3)	No
2 (100.0)	194 (100.0)	13 (100.0)	73 (100.0)	4 (100.0)	15 (100.0)	301 (100.0)	Total

19. Do your career plans include *attending college?*

RACIAL ETHNIC GROUP						TOTAL	RESPONSE CATEGORY
American Indian	White	Hispanic	Black	Oriental	No Response		
0 (0.0)	4 (2.1)	0 (0.0)	3 (4.1)	0 (0.0)	1 (6.7)	8 (2.7)	No Response
2 (100.0)	190 (97.9)	13 (100.0)	66 (90.4)	4 (100.0)	14 (93.3)	289 (96.0)	Yes
0 (0.0)	0 (0.0)	0 (0.0)	4 (5.5)	0 (0.0)	0 (0.0)	4 (1.3)	No
2 (100.0)	194 (100.0)	13 (100.0)	73 (100.0)	4 (100.0)	15 (100.0)	301 (100.0)	Total

20. How did you originally become involved with CAS? (Check one)

RACIAL ETHNIC GROUP						TOTAL	RESPONSE CATEGORY
American Indian	White	Hispanic	Black	Oriental	No Response		
0 (0.0)	14 (7.2)	3 (23.1)	10 (13.7)	2 (50.0)	0 (0.0)	29 (9.6)	No Response
1 (50.0)	18 (9.3)	0 (0.0)	11 (15.1)	0 (0.0)	0 (0.0)	30 (10.0)	a. CAS invitation
1 (50.0)	68 (35.1)	7 (53.8)	29 (39.7)	2 (50.0)	5 (33.3)	112 (37.2)	b. Teacher suggestion
0 (0.0)	19 (9.8)	1 (7.7)	1 (1.4)	0 (0.0)	1 (6.7)	22 (7.3)	c. Parent suggestion
0 (0.0)	2 (1.0)	0 (0.0)	5 (6.8)	0 (0.0)	0 (0.0)	7 (2.3)	d. Counselor suggestion
0 (0.0)	19 (9.8)	1 (7.7)	0 (0.0)	0 (0.0)	2 (13.3)	22 (7.3)	e. Classmate suggestion
0 (0.0)	5 (2.6)	0 (0.0)	4 (5.5)	0 (0.0)	1 (6.7)	10 (3.3)	f. Principal suggestion
0 (0.0)	8 (4.1)	0 (0.0)	3 (4.1)	0 (0.0)	0 (0.0)	11 (3.7)	g. Suggestion by someone not in the school
0 (0.0)	41 (21.1)	1 (7.7)	10 (13.7)	0 (0.0)	6 (40.0)	58 (19.3)	h. Other
2 (100.0)	194 (100.0)	13 (100.0)	73 (100.0)	4 (100.0)	15 (100.0)	301 (100.0)	Total

21. If you are currently enrolled in the Math/Science Program, which of the following grade reporting methods do you prefer?

RACIAL ETHNIC GROUP						TOTAL	RESPONSE CATEGORY
American Indian	White	Hispanic	Black	Oriental	No Response		
0 (0.0)	46 (70.8)	2 (100.0)	11 (45.8)	1 (100.0)	5 (100.0)	65 (66.3)	a. Continue with the present system with one (1) letter grade representing math and science achievement.
1 (100.0)	19 (29.2)	0 (0.0)	13 (54.2)	0 (0.0)	0 (0.0)	33 (33.7)	b. Changing to a system whereby math and science would be graded individually - two (2) letter grades, one presenting math and another science.
1 (100.0)	65 (100.0)	2 (100.0)	24 (100.0)	1 (100.0)	5 (100.0)	98 (100.0)	TOTAL

III. Additional Comments

Please add any additional comments you believe will help us to understand your CAS experiences and improve upon them for you, your classmates, and future CAS students.

Count		Response Category
3	1.	Make no changes
2	2.	News from the teachers
2	3.	More outdoor activities/field trips
1	4.	Home school and CAS provide many non-overlapping activities
2	5.	More computers in classrooms
1	6.	Use Media Center to find information not found in classes
1	7.	Teachers should take more time to answer questions to help further student understanding
3	8.	Treat us as individuals and not as social morons
2	9.	Cut out science fair
1	10.	Mr. Barker had the blacks and whites separated
35	11.	I love the CAS and the teachers here. They have helped me in my academic achievement and in growing as a person.
1	12.	Came as a senior that made it harder to fit in
1	13.	CAS program would be better as full-day program

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III. (Continued)

Count		Response Category
5	14.	More class to class interacts so we can socially get to know other students (i.e., dances, clubs, etc.)
1	15.	Get hungry would like opportunity to snack
4	16.	Tell Mr. Birdsall not to be so mean/rude
1	17.	Remove students who cause a lot of disruptions or don't do their work
1	18.	Bus to take out-of-district students home
3	19.	Yearbook instead of ICONS
1	20.	School is headed for greatness
4	21.	Wider choice of courses in academics and the arts
2	22.	Shorter classes to accommodate lunch and extra curricular activities
1	23.	CAS participation can alienate students from their home school unintentionally
2	24.	Give teachers at CAS raise
1	25.	End-of-year school party
1	26.	Steve Weaver is teaching only to reach retirement. I left theatre because he is teaching for the wrong reasons.
1	27.	Very bad heating system
1	28.	I feel minorities have to overcome certain boundaries in the center. It's not just in the classroom but trying to fit in emotionally and intellectually.
1	29.	Keep the peace, expand, do new things and push the news into accepting the pact that we are here and that we do good. We (the whole community, not just CAS) deserve it.
3	30.	I feel that some of the programs at the CAS is too restricted in a school that is meant to encourage arts and sciences, encouraging the education of the students is more important than regulating them.
1	31.	More selective in choosing students
1	32.	Do something about Handley, they treat us like we are in first grade
2	33.	Bigger budget
1	34.	Screen students/teachers better
3	35.	Add more teachers to staff to cut down on their stress
1	36.	Enjoy hands-on science
1	37.	Make math and science separate courses
1	38.	Teaching techniques should change for certain teachers
1	39.	More group projects/work
1	40.	Allow us to watch Channel One